ACTIVITY 9

Title:	"Setting priorities: How important is school?"
Focus:	Students may not have practised priority setting previously and they need to know a technique for doing this.
Time:	30 minutes
Guiding Question:	*Questions to be answered by students:* - Of all the things I do, which are most important to me? - Of all the things I do, which do I spend the most time on? - How does the way I spend my time relate to what I think is important? - What are the possible consequences if I don't spend enough time on something that is important to me? - How important is school to me? Am I spending enough of my time on schoolwork?
Connections:	**Concept:** Awareness and achievements of needs and goals **Context:** Goal Setting – Decision Making – Awareness of achievement of personal goals that depict a healthy life.
Rationale/ Background:	These activities prepare students for **Step 1** of the **Annual Education Plan** process. School is a distinctive world for students, and many of them are so busy - with schoolwork, school activities, and out of school activities - that they can lose sight of the importance of keeping up with their learning and schoolwork. Other students are less busy, but still find lots to do other than schoolwork. Friends, including new friends, are very important to students, and friends take time. The following activities will get students to face the question of how important school is to them and whether or not they are giving schoolwork enough of their time. The way the fourth question under "Guiding Question" is worded leads to a consideration of other activities besides school. These activities, and the time they take, are worthy of discussion since they will be in students' minds anyway. These activities are best done part way through the first quarter of the year, once students have an idea of how their year is going. They should be repeated after the first report card of the year.
The Learning Experience	
Setting The Stage ***Tips to the Teacher***	Before these activities, ask students about the techniques they've learned for setting priorities. Then ask a few specific students who seem to have useful techniques to be prepared to demonstrate them for the class.

The Activity	Have the designated students share and demonstrate the techniques they've learned for setting priorities. Encourage them to involve their peers in the process. Ask students to take notes and ask questions. Have students do another exercise on setting priorities in which they write down all the out of school activities in which they are involved during a full week, including schoolwork. Ask them to rank order the activities according to how important they consider each to be and then according to how much time they spend on each. Have students work in groups of four to discuss the following questions: - What would you do if an activity that was high in importance for you was low on the time list? - What might the short term and long term consequences be if this activity did not get more time? - If you decide to give this activity more time, which activity would get less time? What would the consequences be of giving less time to this activity? - Is there anything that you now have no time for, but that you would like to have on the list? What might the consequences be if you added this activity and took time away from something else? Ask the small groups to report back to the whole class and encourage discussion, especially about the consequences of not giving out of school schoolwork enough time. This will probably lead to a discussion about leading a balanced and healthy lifestyle. (This activity could be integrated into other curriculum areas if desired.) Have students consider the implications of these discussions and write their own conclusions in their journals.
Wrap Up	Ask the students to write a paragraph in answer to the last question under "Guiding Questions", including their reasons for their answer: *How important is school to me? Am I spending enough of my time on schoolwork?*
Extension	**8.1.1** Students' can work in pairs, or individually, to establish their lists of personal priorities for entry into their journal. **8.1.10** Students can be asked to explore: • Reading stories of people who have achieved their goals through planning and determination. • From own experiences, discuss reasons behind the failure of a plan. • Students write down three short-term goals to be achieved before bed time. **8.1.13** In small groups, students choose a community project, and engage in group mind mapping for the execution of the project <u>Elements when deciding and acting</u> • What are the problems or challenges that we would need to solve? • What will it look like when we have solved the problem(s) or achieved the goal? • What is the first actionable step for this project? • What are the stages in achieving the desired outcome? <u>Monitoring and evaluating</u> • Evaluate an outcome of a project? Did we achieve our goals? Why? • What did I learn about myself and others in the process? • How could we have done it differently?

Teacher Program Review – Reflective Question	
How important is school to me? Am I spending enough of my time on schoolwork?	
Activity Materials	
Resources / Materials:	Individual students' journal or note-taking paper for each student.
Blueprint Career Management Competencies & Indicators	
1.1.4 Understand how your behaviours influence the feelings and behaviours of others. 4.1.1 Understand the importance of education and training to your career 7.1.5 Understand the meaning of taking responsibility for your own actions. 8.1.1 Understand how choices are made. 8.1.5 Explore alternatives in decision-making situations. 8.1.10 Make decisions and take responsibility for them. 8.1.13 Engage in responsible decision-making	
Teacher's Notes:	